

**READ 7370 - Linguistics: Theory & Application for Educators**  
Tennessee Technological University  
Summer 2011

**Instructor:** Dr. Melissa Comer

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**Course Wiki:** <http://read7370linguistics.wikispaces.com/>

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**Course Description**

This course explores the role of home, school, and culture in a child's language acquisition and language development. It also explores dialect and its connection to spoken and written Standard English.

**TTU Conceptual Framework & Statement:**



The graduate of the teacher education program at TTU will be a competent, caring professional who can work effectively in a diverse, technological society. Candidates will demonstrate:

- ❑ an appropriate level of scholarship,
- ❑ effective communication,
- ❑ skills of reflection that promote self-evaluation and growth,
- ❑ respect for diversity, and
- ❑ skills of collaboration with other professionals, families, and community.

Please see detailed information regarding the *Conceptual Framework* at:  
[http://plato.ess.tntech.edu/ed/Conceptual\\_Framework.htm](http://plato.ess.tntech.edu/ed/Conceptual_Framework.htm)

## **Required Text & Readings**

(Located on course wiki)

<http://read7370linguistics.wikispaces.com/>

- Daniel, J. & Friedman, S. (2005). Preparing teachers to work with culturally and linguistically diverse children. *Beyond the Journal: Young Children on the Web*, pp. 1-7.
- Denham, K. and Lobeck, A. (2002). The writing classroom as a gateway for linguistics. LSA Symposium: Western Washington University.
- Godley, A., Sweetland, J., Wheeler, R., Minnici, A., & Carpenter, B. (2006, November). Preparing teachers for dialectically diverse classrooms. *Educational Researcher*, pp. 30-37.
- Lindblom, K. & Dunn, P. (2006) Analyzing grammar rants: An alternative to traditional grammar instruction. *The English Journal*, (95)5, pp. 71-77.
- Wolfram, W. (1990). *Incorporating dialect study into the language arts class*. You may download this for free from the following website:  
<http://www.ericdigests.org/pre-9215/arts.htm>

\*Additional readings may be distributed, posted on wiki, and/or assigned in class.

## **Course Objectives**

Upon successful completion of the course, the student will be able to (correlation with *Tennessee Standards* is noted in parentheses):

1. compare and contrast major theories of language development (Standard 1);
2. describe the typical pattern of language acquisition (Standard 1);
3. identify social, cultural, physical, and neurological influences on the development of language, reading, and writing (Standard 1, Standard 3);
4. understand the influence of language structures (phonological, morphemic, syntactic, semantic, graphic, phonemic, & pragmatic) in the acquisition of language (Standard 2) and plan instruction that promotes children's use of these structures (Standard 6);
5. demonstrate an ability to plan instruction that meets students' individual linguistic needs (Standard 3, Standard 4);
6. create a learning environment that supports minority dialects in the literacy classroom (Standard 3, Standard 5, Standard 7, Standard 9); and
7. synthesize language development research (Standard 14).

Learned Society Standards (NCTE/IRA) met through course content:

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
X			X		X	X	X	X		X	X

Learned Society Standards (TESOL) met through course content:

I	II	III	IV	V
X	X	X	X	X

### **Major Teaching Methods**

Instruction will be delivered through various modes and by employing diverse means (technology, overheads, cooperative groups, field work, active research, and more). Specifically, the following methods will be utilized:

- Seminar
- Discussion
- Lecture
- Research
- Web 2.0 Integration

All class members are expected to contribute his/her opinions and take part in any impromptu assignments.

### **Grading**

A = 90 - 100  
 B = 89 - 80  
 C = 79 - 70  
 D = 69 - 60  
 F = 59 and below

### **\*Assignments**

- ⇒ Complete an electronic portfolio, combining critical study and practical work. Upload it to your personal wiki. Due 6/13/11.
- ⇒ Construct a mini-unit that incorporates some aspect of linguistics (the study of language). Prepare activities within the unit that address a minimum of 3 of the following: dialectology, etymology, phonology, morphology, semantics, grammar, or syntax. Due 6/20/11.
- ⇒ Create a linguistic vocabulary study guide based on terms discussed in class. The guide should highlight specific words needed for understanding and reinforce their meanings through active engagement. Due 6/27/11.

⇒ Choose a particular language and prepare an analysis of speech production (written and/or spoken). Showcase your findings through a multi genre research report involving a Web 2.0 media. **Due 7/04/11.**

\*More detailed information will be shared during the course of the semester.

### **Participation**

By being actively engaged, you will learn more during this course, resulting in improved effectiveness as an educator. Please contribute your thoughts and opinions during discussions and complete any participation activities assigned.

### **Other Considerations:**

Because we live in a world of change and nothing has been written in stone since the days Moses, expect some modifications to this syllabus based on the needs of the class. Please note any changes made. Also, each student is expected to read something of his/her choice aloud in class.

For each assignment, where applicable, include a clean copy of your work, an answer key, and the copy you administer to someone. Please note: detailed requirements for completion of the above assignments will be discussed in class prior to their completion.

**University Plagiarism Policy:** Plagiarism, the use of another's writing as one's own, is prohibited. The TTU Student Handbook, p. 28, item 2, explains the penalties of such action.

**Attendance Policy:** Students are expected to attend each class unless satisfactory alternate arrangements are made with the instructor. Please note: because of the large amount of information covered during each class and the condensed summer term, attendance is crucial. Excessive absences will reflect negatively on your education dispositions and more than 1 will have a detrimental effect on your final grade.

Students are expected to be punctual. Tardiness interrupts the flow of the class and often results in loss of focus. In the event a student does arrive to class late, he or she is to wait to enter the room until there is a pause in any discussion/presentation. In the same manner as absences, tardiness will impact your final grade.

**Copyright and Fair Use:** All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at: <http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>

***Please note:** TTU personnel may display student work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.*

**TTU Office of Disability Services:** Students with a disability requiring special accommodations should contact the Office of Disabilities (ODS). Accommodation Requests (AR) should be completed as soon as possible, preferably by the first week of the course. The ODS is located in the Rhoden University Center, Room 112; phone 372-6119.

**Supplemental Readings:** Various articles accessed via the internet and others provided by instructor

For the sake of learning and professional growth, students are encouraged, and often expected, to revise assignments after receiving constructive feedback. However, due to the limited timeframe summer courses afford, revisions are not possible. Therefore, assignments will not be reassessed, and the original grade will stand.